

# Unit Planning Guide: Grade PreK Unit 6 of 7

Unit Title: Literature and Me	Pacing (Duration of Unit): 5 wks
Grade: PreK	Buffer Day(s): 2 -3

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts
- Develop the habit of reading for enjoyment

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**Standards (Priority Standards in bold):**

**RI. PreK.MA.9** With prompting and support, identify several books on a favorite topic or several books by a favorite author or illustrator.

**RL.PreK.MA.9** With prompting and support, make connections between a story or poem and one's own experiences.

**RF.PreK.MA. 2** With guidance and support, demonstrate understanding of spoken words, syllables, and sounds (phonemes).

RF.PreK.MA.2c. Identify the initial sound of a spoken word and, with guidance and support, generate several other words that have the same initial sound.

**W.PreK.MA.3** Use a combination of dictating and drawing to retell a real or imagined story.

RL.PreK.MA.8a Respond with movement or clapping to a regular beat in poetry or song.

### WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting

Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.

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**Meaning (\*Mostly assessed through Performance Tasks/Assessments)**

**Big Ideas:** (Statements and concepts written in teacher friendly language which reflect the important [but not obvious] generalizations we want students to be able to arrive at. These are used by the teacher to focus daily instruction.)

- Every word has an initial sound
- Information about a text (fiction/nonfiction) can be recalled or retold through talking, drawing, and writing.
- All words can be broken down into syllables
- Students make text to self connections
- Explore various texts of authors

**Essential Questions:** (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)

- How do pictures, sounds, symbols, and words help us learn?
- How can pictures and/or words be used to retell a story?
- How does playing with sounds help us learn?

**Acquisition (\*Mostly assessed through traditional summative assessments)**

<p><b>Knowledge:</b> Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> <li>• That words are made up of different sounds and can be broken into syllables</li> <li>• That words begin with different initial sounds</li> <li>• That clapping out syllables helps us say and figure out multi-syllabic words</li> <li>• That we ask questions to gain information or help us understand</li> <li>• That drawing and speaking help show what we know</li> <li>• That we can connect with a story or poem</li> <li>• That through listening to stories by various authors, children begin to recognize the author's format (that is, what is the author trying to convey)</li> </ul> <p><b><u>Key Academic Vocabulary</u></b>  Retell/recall  Multi-syllabic  Poem  Story  Predictable text</p>	<p><b>Skills:</b> The discrete skills and process students should be able to use independently (<u>Bloom's Level of Learning should be noted in parentheses.</u>)</p> <p><i>Students will be skilled at:</i></p> <ul style="list-style-type: none"> <li>• Separating multi-syllabic word through clapping (Analyze)</li> <li>• Asking and answering "wh" questions to help figure out what the story is about (Understand)</li> <li>• Explaining information about the story/text through dictation and/or drawings (Understand)</li> <li>• Predicting what will happen next through the use of words and pictures (Understand)</li> <li>• Identifying the beginning sounds of spoken words (Knowledge)</li> <li>• Creating words that have the same initial sound (Create)</li> </ul>

